

BACCALAURÉAT GÉNÉRAL

SESSION 2020

ANGLAIS

LANGUE VIVANTE 2

Séries **ES** et **S** – Durée de l'épreuve : **2 heures** – coefficient : **2**

Série **L** Langue vivante obligatoire (LVO) – Durée de l'épreuve : **3 heures** – coefficient : **4**

Série **L** LVO et langue vivante approfondie (LVA) – Durée de l'épreuve : **3 heures** – coefficient : **8**

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

**Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 7 pages numérotées de 1/7 à 7/7.**

Compréhension	10 points
Expression	10 points

Document A

5 I will never forget the day I picked a new name. I was standing in front of my class on my first day of school at Craig Elementary in St. Louis, Missouri. I had, only a day before, landed at Lambert airport after a 16-hour flight from Seoul, South Korea. I was 10 years old. I was nervous, terrified, and jet-lagged, and I was wearing a vest because I thought it was chic.

10 For my entire life, everyone, including me, had known me by my Korean name: Jun Hyuk. But here, in this new country, in a brand-new classroom full of foreign faces, I had to pick a new, easy-to-pronounce, American name.

Jason.

Jason Kim.

15 How did I settle on Jason? Because I didn't speak any English. Because my teacher didn't speak any Korean. And because it was either going to be Aladdin, from my favorite childhood Disney tale, or Jason, from the *Mighty Morphin Power Rangers*.

20 I spent the next decade wanting nothing more than to look like a Larry Lorberbaum or a Garrett Kennedy. I still vividly remember my first time at recess, a confusing experience [...]. Why didn't anyone look, sound, or act like me? [...] I spent most days at recess sitting alone on the sidelines, eating the special snack that my mother had packed. The snack, a rice cake or a piece of candy from Korea, was always accompanied by a note, usually a joke, and sometimes embellished with a drawing

25 [...].

A month had passed when a teacher finally tapped me on the shoulder.

30 "Are you OK, sweetie?"

Before I could answer, another teacher rang out, "Maybe he likes sitting alone. Maybe that's the Asian way."

35 But in truth, I wanted to participate. I wanted to run up to Timmy like a crazy person and yell, "YOU'RE IT!" I just didn't know how.

Outside on the playground, sitting alone at recess, I learned to hate being Asian. I wanted desperately, more than anything, to be white.

40 I immediately forced my parents to stop calling me Jun Hyuk at home. I named myself after some guy in a live-action children's television series, and by God, they were going to call me by that name. I got rid of my fitted vests for loose-fitting basketball jerseys. I bought tickets to an Incubus concert and threw away my K-pop CDs. I stopped reading Korean children's books in order to figure out what the hell

45 was going on with James and his giant peaches. [...]

50 I graduated from high school and moved to New York City for college, where my primary goal was to blend in. But more and more, my new friends wanted to know about all the things that made me uncomfortable in the Midwest. To them, being an immigrant made me interesting. At dinner parties, people would fawn over the Korean food and ask for my mom's recipes. They even wanted to know about my childhood in Seoul. [...] All of a sudden, being different was an asset, not a risk. In New York, I didn't have to be ashamed about being an Asian immigrant. I could just be ashamed about everything else in my life.

Kim Jason, "Hello My Name is _____: How I Learned to Stop Whitewashing Myself"
from the blog *Lenny Letter*, 2017

Document B

5 In my seat, I visualized myself getting smaller until I disappeared. I was in a room with my dad and the middle-school principal. I was sent to detention because I didn't have my parents sign the test I failed. This would be my first and only time being picked up from detention. My dad made sure of that. He thought this would ruin my chance of going to a good college, which he believed was my only chance of a good life. He told the principal the story of how our family left the Philippines when I was five so I could benefit from growing up in America. We were here so I could get a good education and a better life, he said. The principal was moved by my dad's explanation. He told us this would still go on my record but assured us it would not follow me into high school.

15 My dad often tells our story of immigrating as a rationale behind the sacrifices we make and the expectations he and my mom hold me to. I was left with the impression that my accomplishments only served to validate our place in this country. I spent so much time resisting that idea. My parents saw all of my actions as a reflection of themselves: If I was good, they were good. If I was bad, they were bad. Living under this ethos made me feel like less of my own person. I resented it. I didn't want to be a model for "immigrant excellence." I wanted to be given the space and understanding to be fallible. [...]

Adelle, guest writer contributor to "Immigration: What 8 People Want You to Know about Immigration in America", from *manrepeller.com*, 2018



Time Magazine, cover photo, August 31, 1987

NOTE AUX CANDIDATS

Les candidats traitent le sujet sur la copie qui leur est fournie et veillent à :

- respecter l'ordre des questions et reporter les repères sur la copie (numéro ou numéro et lettre - exemples : **1.** ou **1.a**) ;
- faire toujours suivre les citations du numéro de la ligne ;
- recopier les phrases des questionnaires « vrai ou faux ».

Répondre en **anglais** aux questions.

I COMPRÉHENSION DE L'ÉCRIT (10 points)

Document A

Tous les candidats traitent les questions 1 à 5.

1. Identify the main topic of the document:
 - a- being bullied at school
 - b- being a newly arrived immigrant in a new country
 - c- conflict between children and adults
 - d- giving a name to a child
2. Pick out information about the writer on his arrival:
 - a- name
 - b- age
 - c- departure city and country
 - d- arrival city and country
3. What did he do on his first day at school?
4. What choice did he make? Why? Give two reasons.
5. Focus on the text from line 21 ("I spent most days ...") to line 45 ("his giant peaches").
Right or wrong? Justify your answers with a quote from the text.
 - a- The writer had fun with the other children.
 - b- Recesses made him want to be like the other children.
 - c- The writer adopted new habits.

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 6.

6. How did he feel during his first 10 years in his new country? How is it expressed in the text? (60 words)

Tous les candidats traitent les questions 7 à 10.

7. What changed when he was a student in New York City? Explain in your own words. (50 words)

Document B

8. How old was Adelle when she arrived in the USA?
9. Why did her family leave their homecountry?
10. How did the principal react to the family's story? Copy the right answer and justify with a quote from the text.
- a- He was indifferent.
 - b- He sympathized.
 - c- He got angry.

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question 11.

11. How did Adelle feel about her parents' attitude? Support your answer with elements from the text. (40 words)

Tous les candidats traitent les questions 12 et 13.

Document C

12. To what extent does this cover illustrate the expression "a model for 'immigrant excellence'" (document B, l. 17)? (40 words)

Documents A, B et C

13. Consider the three documents. In what ways is immigration presented as both a positive and a negative experience? (80 words)

II EXPRESSION ÉCRITE (10 points)

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.

Seuls les candidats des séries ES, S et ceux de la série L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent l'un des deux sujets suivants. (+/- 300 mots)

1. Adelle and Jason meet in New York. They talk about their experience of being an Asian immigrant. Write their conversation.

OU

2. Is education the only key to success?

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent le sujet 1 (+/- 200 mots) ET le sujet 2.a ou 2.b (+/- 200 mots)

1. Adelle and Jason meet in New York. They talk about their experience of being an Asian immigrant. Write their conversation.

ET

- 2.a. Is education the only key to success?

OU

- 2.b. How can "being different [be] an asset"? (document A, l. 52)